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ABSTRACT

Every year since the 1969-1970 school year, the National Catholic Educational Association (NCEA) has published a statistical report on Catholic elementary and secondary schools in the United States. This year's publication contains the core school, enrollment, and staffing data of the NCEA historical file. In addition, a special feature of this report is the data on minority and non-Catholic enrollment. Where information is available, comparisons are made with other private schools as well as with the public sector. Tables show the percentage of schools in each of six geographical regions and what has happened in recent years. Other tables show types of schools (ownership and administration); location (urban, suburban, and rural); and enrollment sizes. Enrollment in the private sector has grown to 12.6 percent in 1983. In 1980-81 (latest data available) Catholic school enrollments constituted about 63 percent of the private elementary and secondary sector. The percentage of non-Catholics has increased (from 2.7 percent in 1969-70 to 11.1 percent in 1983-84), as has that of ethnic minority students (from 10.8 percent in 1970-71 to 20.2 percent in 1983-84). At the elementary level, the pupil teacher ratio stands at 21:1 and 79.9 percent of the teachers are lay staff. Pupil teacher ratio at the secondary level is 15:6 and 76.2 percent of the teachers are lay staff.(MLF)

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UNITED STATES CATHOLIC ELEMENTARY AND SECONDARY SCHOOLS 1984-1985

A STATISTICAL REPORT ON SCHOOLS, ENROLLMENT, & STAFFING

Special Focus on Minority and Non-Catholic Enrollment

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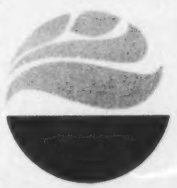

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INTRODUCTION

Every year since the 1969-1970 school year, the National Catholic Educational Association (NCEA) has published a statistical report on Catholic elementary and secondary schools in the United States. Extensive data on these schools and other private schools did not exist prior to that time. This data was needed to understand this significant educational sector, to discuss potential forms of federal and state aid, to inform the discussion occurring on other educational policy issues, and to encourage improved local management. With the assistance of the Carnegie Corporation of New York and the United States Office of Education, a data base on Catholic schools was established and remains available in the annual publications of the NCEA through 1974-1975.

Beginning with 1975, the NCEA and the Curriculum Information Center, Incorporated, published a report and directory of Catholic schools. This publication is now produced in cooperation with Fisher Publishing Company of Englewood, Colorado, and Market Data Retrieval of Westport, Connecticut.

Readers will find this year's Data Bank publication contains the core school, enrollment, and staffing data of the NCEA historical file. In addition, a special feature of this report is the data on minority and non-Catholic enrollment. The minority statistics are especially interesting since they continue to document the significant contribution Catholic schools are making to the educational needs of various minority groups in urban areas in the United States. This is a long and often overlooked tradition of which all Catholic educators can be proud. The many stereotypes that are often suggested regarding the composition and clientele of Catholic schools must be examined in the light of these data. As in the past, where information is available, comparisons are made with other private schools as well as the public sector.

Information from this report is gathered from 167 archdiocesan and diocesan offices. Sometimes assistance is provided by state Catholic conferences. To these administrators and their staffs, a well deserved word of appreciation is offered.

Gratitude must also be expressed to Mary Mahar of Fisher Publishing Company and the staff of Market Data Retrieval for their assistance. LaWanna A. Miller of the NCEA staff also participated in various parts of this project, including the typing of this publication.

Finally, a word of thanks must also go to the Reverend Frank Bredeweg, C.S.B., for his analysis of the data. His patience and precision is appreciated.

Interested parties who want to further analyze Catholic elementary and secondary data should write to the NCEA Publications Office for information on other research publications.

Bruno V. Manno
Director, Research and In-Service Programs
National Catholic Educational Association

8 March 1985

HIGHLIGHTS

...according to a recent study by the National Center for Education Statistics, private education appears to represent an increasing share of the American educational effort at the elementary levels,

...according to another study, Catholic schools in large cities enroll a large proportion of children from minority backgrounds,

...private education represents a higher percentage of elementary and secondary enrollment in the 1980's than it did in the 1970's...about 12.6% in 1983-84,

...Catholic elementary and secondary schools today constitute a far smaller share of private education than they did in the 1960's, and may be fast approaching a 50-50 partnership with non-Catholic private education,

...in 1984-85, there are 7,891 Catholic elementary schools and 1,449 secondary schools in the U.S., 61 fewer schools than in 1983-84,

...in 1984-85, enrollment in Catholic elementary and secondary schools declined about 66,000 students, 2.2%, to 2,902,000,

...the percentage of non-Catholics in Catholic schools increased to 11.1% in 1983-84,

...the numbers and percentages of minority students in Catholic schools decreased slightly in 1983-84, but still exceed one-fifth of the total enrollment,

...Hispanic students in Catholic schools are about 97% Catholic, Black students are about 64% non-Catholic,

...the percentages of enrollment by grade level reflect a stable pattern in both elementary and secondary schools,

...the 1984-85 full-time faculty in Catholic elementary and secondary schools increased 2,975 teachers to about 150,000,

...the 1984-85 national pupil/teacher ratio declined to 21.1/1 on the elementary level, and to 15.6/1 on the secondary level.

UNITED STATES CATHOLIC ELEMENTARY AND SECONDARY SCHOOLS 1984-85

Frank H. Bredeweg, C.S.B.

"Private education appears to represent an increasing share of the American educational effort at the elementary levels," observed Secretary of Education T.H. Bell, when the results of a recent study were released in December of 1984. According to the survey, private school enrollment rose steadily over a recent three-year period while public school enrollment declined.

When compared with 1980, statistics for 1983 show a dramatic upswing in both the number of private schools and their enrollment. The survey was conducted by the National Center for Education Statistics and disclosed that 5.7 million students (12.6%) out of 45.2 million students in all elementary and secondary schools in the country were attending private schools in the Fall of 1983.

Consistent with the growing enrollment in private schools, the number of private schools has increased sharply. In 1980, there were 24,500 private schools (22.2%) of the total 110,400 elementary and secondary schools in the United States. In 1983, there were 27,700 private schools of the total 112,700 elementary and secondary schools (24.6%) or nearly one out of every four schools.

Urban Involvement

Another study supported what many have known throughout the urban changes of the past two decades: Catholic schools are a significant force in urban elementary and secondary education. The study, conducted by Pelavin Associates, Inc., of Washington, D.C., under contract for the Department of Education, is entitled School Enrollments and Resource Allocations in Urban Catholic and Public Schools. It lists among its conclusions:

> Catholic schools in large cities enroll a large proportion of children from minority backgrounds. Minority enrollments in large cities are well above the average for Catholic schools nationally.

Since 1970 the publications of the National Catholic Educational Association have stated that minorities represent a large proportion of Catholic school enrollments in the major archdioceses and urban areas. The proportion of minorities remains higher in the large city public schools, but the value and significance of Catholic schools has been greatly underestimated.

More will be said about urban involvement and minority enrollment later in this report.

Private Schools as Partners in Education

In 1982, the American Enterprise Institute for Public Policy Research, in Washington, D.C., published Meeting Human Needs: Toward a New Public Policy. In the section on education, "Private Meets Public: An Examination of Contemporary Education", the authors state:

> The growth of private schooling in the face of public school decline is a challenge of such consequence that policy analysts, policy makers, and public school educators cannot afford to ignore it.

As enrollment data testifies, an increasing proportion of American parents is supporting private education. Neither public nor private school administrators can ignore this, nor can public policy fail to evaluate this reality in its planning.

Many questions can be asked regarding the relationships of public and private education. Is competition healthy and constructive? Do private schools have an understanding of their role in the total educational picture? What should be the difference between public and private schools? Are private schools financially viable or are they living on borrowed time? What can the public sector teach the private sector? Does the private sector contain lessons for the public sector? Would our national elementary and secondary educational level be improved if private schools were structured as partners and assisted financially? The answers are not easy.

Both public and private schools face many problems. Perhaps they can assist one another with today's complex situations. Perhaps they cannot, and each must work out out separate solutions. Whatever paths are taken, current studies indicate that each must pay attention to the other, and that what one does affects the other.

Two Guiding Principles

Those who study the relationships between public and private education need to remember two guiding principles. First, neither public nor private schools constitute homogeneous groups. Schools and school systems differ greatly within each sector. Problems will resolve themselves differently, therefore, in each sector. Developments in one community may not parallel developments in another. This is hardly a consolation to anyone studying the large number of school districts and dioceses, but it seems to be true.

Secondly, private schools are here to stay. They are part of the American educational tradition, as strong as ever, and will be part of the future to an extent not yet determined. As for Catholic education, it is not an isolated entity. It is part of private education, a minority partner in the total educational scheme.

An Overview of American Education

Before discussing American schools, it may be well to reflect upon a few general conditions that are affecting all schools. For example, both public and private schools are influenced by the number of school-age children, now and in the future. In addition, both are influenced by the proportion of private to public school enrollments, especially in certain sections of the country. Also, it is important to understand the relative size of the members of the private sector.

The next few pages provide a statistical overview of some of these general considerations. Then, Catholic elementary and secondary schools are discussed.

U.S. Population Trends

Current population trends are important to both public and private schools. The birth rate (births per one thousand persons) has risen slightly in recent years but remains far below some of it recent levels. Since the population is greater, the number of births is again increasing and today's lower birth rate produces the most total births since the 1960 period.

Reported	Population	Births	Birth Rate
1955....	165,900,000	4,128,000	24.9
1960....	180,700,000	4,307,000	23.8
1965....	194,300,000	3,801,000	19.6
1970....	204,900,000	3,739,000	18.2
1975....	213,600,000	3,144,000	14.7
1979....	220,600,000	3,468,000	15.7
Projected			
1985....	232,900,000	4,008,000	16.8
1990....	243,500,000	3,868,000	15.6
1995....	252,700,000	3,676,000	14.3

Source: Statistical Abstract of the United States, U.S. Department of Commerce, Bureau of Census, 1980 Edition, pp. 6-7.

Population statistics indicate that the number of births in the U.S. began to increase again in 1976, ending the decline which began in the early 1960's. Total births are projected to decrease again in the 1990's.

Elementary and Secondary School-Age Children

Both public and private education have been affected by the resulting decline in the number of school-age children. The number of elementary school-age children in Fall 1980 fell to 82.4% of the 1979 level, declining from 36,636,000 to 30,199,000.

The number of elementary school-age children (5-13) is projected to increase in 1986, more adults having been of child-bearing age. On the secondary level, the number of school-age children (14-17) will not stop declining until the 1990's, when elementary trends affect it.

The following figures are reported and projected by the U.S. Department of commerce, Bureau of the Census:

	Elementary (5-13)		Secondary (14-17)	
Reported	Children	Index	Children	Index
1970....	36,636,000	100.0	15,911,000	100.0
1975....	33,439,000	91.3	16,933,000	106.4
1980....	30,199,000	82.4	15,764,000	99.1
Projected				
1985....	29,098,000	79.4	14,392,000	90.5
1990....	32,568,000	88.9	12,771,000	80.3

Source: Current Population Reports, Population Estimates and Projections, Series P-25.

Whether elementary and secondary school-age populations ever return to the 52.5 million level of 1970 cannot be reasonably estimated at this time.

Public and Private School Enrollments

The role of private schools as the minority partner in American elementary and secondary education cannot be precisely defined, but recent enrollment statistics verify that this role is and will be a significant one. The following figures compare public and private school enrollments since 1970 with projections for 1990:

	Total Enrollment	Public Pupils	Public %	Private Pupils	Private %
1970...	51,272,000	45,909,000	89.5	5,363,000	10.5
1975...	49,791,000	44,791,000	90.0	5,000,000	10.0
1980...	46,095,000	40,995,000	88.9	5,100,000	11.1
1985...	44,166,000	39,166,000	88.7	5,000,000	11.3
1990...	46,667,000	41,267,000	88.4	5,400,000	11.6

Source: Projections of Educational Statistics to 1990-91, National Center for Education Statistics (NCES), p.34.

According to the December, 1984 data released by NCES, the private sector has grown to 12.6% in 1983, already exceeding the 11.6% projected for 1990.

Private Education by Religious Affiliation

In 1965-66, Catholic school enrollments constituted about 87% of the private elementary and secondary sector. By 1980-81, this figure had fallen to 63%. While Catholic schools were undergoing re-evaluation, other private schools were opening and enrollments were increasing. The following provides an historal perspective on private school enrollments:

	Private School Enrollments 1965-66	1978-79	1980-81
Roman Catholic	5,481,300	3,269,800	3,135,800
Lutheran	188,500	217,400	218,300
7th Day Adventist	62,600	148,200	-
Baptist	25,200	204,100	233,200
Jewish	52,600	101,800	-
Episcopal	48,600	76,500	-
Methodist	5,600	11,200	-
Presbyterian	4,800	12,800	-
Friends	10,600	14,600	-
Other Church-Related	83,700	281,200	580,500
Total Church-Related	5,963,500	4,337,600	4,167,800
Not Church-Related	341,300	746,700	793,900
Total Private Sector	6,304,800	5,084,300	4,961,700

Sources: Statistics of Nonpublic Elementary and Secondary Schools, 1965-66, NCES; The Condition of Education, NCES, 1981 Edition; The Condition of Education, NCES, 1983 Edition

Although Catholic schools lost over two million pupils in a little more than a decade, other private school enrollments have increased dramatically since 1965-66. The National Center for Education Statistics does not gather private school data on a regular basis, which accounts for the lack of detail in 1980-81. Catholic school enrollments are no longer declining as they were, and this should contribute to an even higher proportion of private school students in the future.

Financing Private Education

The National Center for Education Statistics defines private schools as privately controlled by a nonpublic entity and financed from sources othe than public taxation or public grants. Possible state and federal aid to nonpublic elementary and secondary education continues to be debated, despite the U.S. supreme Court decisions of 1971 and 1973 which denied several states the right to legislate limited financial support. Since that time, private schools have served an even greater educational sector, but with relatively little national attention. The full implications of the 1983 Mueller v. Allen Minnesota statute case authorizing tax deductions for educational expenses are not yet known.

The private school financial situation continues to tighten, however, and should not be underestimated. Catholic school operating expenses have increased dramatically during the past decade, mostly because of efforts to raise salaries. Additional revenue is badly needed. The total financial value of the services contributed by religious community members and clergy has declined since 1977-78, and this revenue must now be raised from other sources. These and other forces have exerted great financial pressure in recent years.

Tax Credits: Reasonable and Helpful

The National Catholic Educational Association has long been a proponent of state and federal income tax credits for part of the costs of attending private schools. Accordinly, NCEA strongly supports the current efforts by the President and many members of Congress to pass legislation to this effect. These tax credits have outspoken opponents and proponents, and all aspects cannot be discussed here. Two comments seem appropriate, however.

First, most people across the nation clearly consider nonpublic schools a national asset and acknowledge that private school parents pay a total tax share of public school costs and then support another school of equal educational and social worth. This double-cost of education not only has become too much for parents with children in private schools, but also is basically unfair. Ironically, our immigrant nation is one of very few Western Civilization countries that have not corrected this inequity in order to derive broader educational benefits. Canada, the Latin American countries, and most European countries have all distributed government-raised funds in such a way as to assist a private educational sector.

Secondly, the immediate relief provided many private school parents would come at a most opportune time. The financial pressures are currently very great, and the practical implications of tax credits are extremely positive. Tax credits could provide new hope and stimulus in an orderly transition from a revenue picture based upon diminishing parish and diocesan subsidies, and now upon tuition, to a more balanced revenue package reflecting the involvement of all interested parties. The total costs of education have gone beyond the ability of any single source in most communities, public or private. It is necessary to combine several revenue components to support the expenditure level.

Tax credits for private schools could well be the final component of a stable revenue package. They would add a new and marginal revenue source to combine with tuition, subsidies, development and fundraising efforts, donations from religious communities, and volunteer work.

Number of Schools

In 1984-85, there were 46 fewer elementary and 15 fewer secondary Catholic schools in this country than there were in 1983-84. Schools declines in recent years have been as follows:

	Elementary		Secondary		Total	
	Schools	%	Schools	%	Schools	%
1977-78...	77	0.9	30	1.8	107	0.9
1978-79...	45	0.6	29	1.8	74	0.8
1979-80...	59	0.7	24	1.5	83	0.9
1980-81...	57	0.7	24	1.5	81	0.8
1981-82...	47	0.6	18	1.2	65	0.7
1982-83...	46	0.6	16	1.1	62	0.5
1983-84...	13	0.2	18	1.2	31	0.3
1984-85...	46	0.6	15	1.0	61	0.6

In the past five years, 300 schools have closed or consolidated, an average of 60 annually. The level of closings since the late 1970's actually reflects a kind of stabilization. The major reversals in Catholic schools and enrollments began about 1965-66 and reached a highpoint in 1971-72, when over 500 schools closed or consolidated.

Large scale reviews of diocesan school systems have been completed, and obvious closings or consolidations have been effected. Administrative and budget procedures have become more sophisticated. The movement of people from city to suburbs has slowed, a significant factor since most Catholic schools were built in the cities. Most important of all, Catholic parents and students continue to enthusiastically support Catholic schools. Proponents of Catholic education have borne higher tuitions and more intensive development and fundraising efforts in order to retain schools.

Regional Changes

NCEA statistically divides the nation into the following six geographical regions:

New England- Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont

Mideast- Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania

Great Lakes- Illinois, Indiana, Michigan, Ohio, Wisconsin

Plains- Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota

Southeast- Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia

West/Far West- Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, Wyoming

Table No. 2 shows the percentage of schools in each region and what has happened in recent years. The Mideast and Great Lakes regions comprise over 54% of the nation's total Catholic schools, but they each have a smaller percentage today than they did in 1980-81. The Southeast and the West regions have a higher percentage today than they did in 1980-81.

Table No. 1
Elementary and Secondary Schools—by Region
1980-81 Thru 1984-85

Elementary	1980-81	1981-82	1982-83	1983-84	1984-85
New England	548	541	544	545	550
Mideast	2,361	2,316	2,301	2,293	2,272
Great Lakes	2,147	2,135	2,113	2,111	2,084
Plains	901	898	897	889	886
Southeast	848	861	847	854	852
West/Far West	1,238	1,245	1,248	1,245	1,247
United States	8,043	7,996	7,950	7,937	7,891
Secondary					
New England	129	126	124	124	121
Mideast	438	430	429	421	414
Great Lakes	327	322	316	309	305
Plains	169	169	168	165	163
Southeast	197	194	194	192	191
West/Far West	256	257	251	253	255
United States	1,516	1,498	1,482	1,464	1,449
All Schools					
New England	677	667	668	669	671
Mideast	2,799	2,746	2,730	2,714	2,686
Great Lakes	2,474	2,457	2,429	2,420	2,389
Plains	1,070	1,067	1,065	1,054	1,049
Southeast	1,045	1,055	1,041	1,046	1,043
West/Far West	1,494	1,502	1,499	1,498	1,502
United States	9,559	9,494	9,432	9,401	9,340

Table No. 2
Percentage of Schools—by Region
1980-81 and 1984-85

	Elementary		Secondary		All Schools	
	1980-81	1984-85	1980-81	1984-85	1980-81	1984-85
New England	6.8 %	7.0 %	8.5 %	8.3 %	7.1 %	7.2 %
Mideast	29.4	28.8	28.8	28.6	29.3	28.7
Great Lakes	26.7	26.4	21.6	21.0	25.9	25.6
Plains	11.2	11.2	11.1	11.3	11.2	11.2
Southeast	10.5	10.8	13.0	13.2	10.9	11.2
West/Far West	15.4	15.8	16.9	17.6	15.6	16.1
United States	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %

Types of Schools

It may be helpful to look at Catholic schools in regard to types, location, and size. As for types, schools can be classified according to ownership and administration. As Table 3 shows, most elementary schools are single-parish schools. Secondary schools are administered and financed in several ways: by a single parish, by several parishes, by the diocese, or by a particular religious community. The following compares 1968-69, the first year such data was gathered with 1983-84, the most recent data:

	Elementary		Secondary	
	1968-69	1983-84	1968-69	1983-84
Single-Parish...	94.2 %	85.4 %	26.3 %	14.6 %
Inter-Parish....	2.0	6.4	10.9	11.4
Diocesan.....	.4	4.2	24.4	35.5
Private.....	3.4	4.0	38.4	38.5
Total.....	100.0	100.0	100.0	100.0

The percentage of single-parish elementary schools has declined, but was still 85.4% of the total in 1983-84. When elementary schools could not continue alone, they either closed, consolidated with a nearby parish, or were operated by the diocese. As for secondary schools, single-parish schools are a much smaller percentage today (14.6%). Diocesan high schools comprise 35.5% of the total, but high school sponsored by religious communitiees continue to represent the largest number (563) and share (38.5%).

Location of Schools

The following points out where Catholic schools are located and some of the changes since 1968-69.

	Elementary		Secondary	
	1968-69	1983-84	1968-69	1983-84
Urban.....	44.9 %	47.4 %	51.7 %	57.8 %
Suburban.....	25.6	25.2	26.8	24.5
Rural.....	29.5	27.4	21.5	17.7
	100.0	100.0	100.0	100.0

The percentage of urban schools has increased for both elementary and secondary schools. The share of suburban elementary schools has remained about the same, while secondary has declined. The percentage of rural schools has declined on both the elementary and secondary levels. Rural schools face problems which do not lend themselves to solutions available to more populated areas, e.g., consolidations. Table 4 gives further information.

Enrollment Sizes

As Table 5 shows, about 89% of all Catholic elementary schools had less than 500 pupils in 1980-81. Secondary schools were more evenly distributed over various enrollment ranges. The following summarizes some of the changes:

	Elementary		Secondary	
	1975-76	1980-81	1975-76	1980-81
Less than 500..	84.3 %	88.9 %	57.0 %	52.9 %
Over 500.....	15.7	11.1	43.0	47.1
	100.0	100.0	100.0	100.0

An increasing percentage of elementary schools have less than 500 pupils. An increasing percentage of secondary schools exceed 500 pupils.

Table No. 3
Types of Schools
1968-69 thru 1983-84

	1968-69		1973-74		1983-84	
Elmentary	No.	%	No.	%	No.	%
Parish	9,524	94.2	7,715	90.1	6,779	85.4
Inter-Parish	203	2.0	420	4.9	508	6.4
Diocesan	39	0.4	114	1.3	333	4.2
Private	347	3.4	320	3.7	317	4.0
Total	10,113	100.0	8,569	100.0	7,937	100.0
Secondary						
Parish	577	26.3	326	18.9	214	14.6
Inter-Parish	238	10.9	196	11.3	167	11.4
Diocesan	536	24.4	518	30.0	520	35.5
Private	841	38.8	688	39.8	563	38.5
Total	2,192	100.0	1,728	100.0	1,464	100.0

Table No. 4
Location of Schools
1968-69 thru 1983-84

	1968-89		1973-74		1983-84	
Elementary	No.	%	No.	%	No.	%
Urban	4,541	44.9	3,997	46.6	3,762	47.4
Surburban	2,589	25.6	2,190	25.6	2,000	25.2
Rural	2,983	29.5	2,382	27.8	2,175	27.4
Total	10,113	100.0	8,569	100.0	7,937	100.0
Secondary						
Urban	1,134	51.7	921	53.3	846	57.8
Surburban	587	26.8	473	27.4	359	24.5
Rural	471	21.5	334	19.3	259	17.7
Total	2,192	100.0	1,728	100.0	1,464	100.0

Table No. 5
Catholics Schools by Enrollment Size
1975-76 and 1980-81

	Elementary				Secondary			
	1975-76		1980-81		1975-76		1980-81	
	No.	%	No.	%	No.	%	No.	%
Under 300	4,947	59.4	5,292	65.8	514	31.2	462	30.5
301-500	2,074	24.9	1,858	23.1	425	25.8	340	22.4
501-750	958	11.5	748	9.3	331	20.1	317	20.9
751-1,000	258	3.1	121	1.5	194	11.8	203	13.4
Over 1,000	92	1.1	24	.3	183	11.1	194	12.8
All Schools	8,329	100.0	8,043	100.0	1,647	100.0	1,516	100.0

Source: School Marketing Services, 1975-76, Curriculum Information Center
Research Department, 1980-81, Market Data Retrieval

Student Enrollment

In 1984-85, Catholic K - 12 enrollment declined from 2,968,000 to 2,902,000, a decrease of 66,000 pupils or 2.2%.

	Elementary		Secondary		Total	
	Pupils	%	Pupils	%	Pupils	%
1976-77....	42,000	1.7	8,000	0.9	50,000	1.5
1977-78....	62,000	2.5	14,000	1.6	76,000	2.3
1978-79....	56,000	2.2	15,000	1.7	71,000	2.2
1979-80....	72,000	3.0	7,000	0.8	79,000	2.4
1980-81....	24,000	1.1	9,000	1.1	33,000	1.1
1981-82....	3,000	0.1	9,000	1.1	12,000	0.4
1982-83....	41,000	1.8	27,000	3.3	68,000	2.2
1983-84....	45,000	2.0	13,000	1.6	58,000	1.9
1984-85....	60,000	2.7	6,000	0.8	66,000	2.2

Catholic school enrollment may well be into a new stage. The dramatic enrollment losses of the 1965-66 to 1971-72 period could be considered one stage. By the mid-1970's, however, enrollments had leveled off to an almost predictable decline, even to the minimal changes of 1981-82.

The enrollment declines of the past three years may be signaling that the national trend of fewer school-age children is creating another stage, one in which this trend is the primary influence. If so, and if the number of elementary school-age children does increase in 1986 and secondary in 1990, as projected by the Bureau of the Census, then this stage may be short-lived.

Two other comments are noteworthy. In regard to Catholic secondary education, it is remarkable that there are only 15 fewer schools and 6,000 fewer pupils in 1984-85 than there were in 1983-84. Secondly, since the Catholic educational sector is still declining somewhat statistically, the increases reported by the National Center for Education Statistics reflect further growth in the non-Catholic components of the private sector. Catholic education may be fast approaching a 50-50 partnership with the non-Catholic private sector.

Enrollment Characteristics

Many enrollment characteristics have been described in previous NCEA publications. Comments may be helpful, however, on two items which are usually of special interest, i.e., the percentage of Catholics in Catholic schools, and the enrollment by grade levels.

The percentage of Catholics has decreased significantly since 1969-70, the first year in which data was gathered:

	Catholic	Non-Catholic
1969-70....	97.3%	2.7%
1983-84....	88.9%	11.1%

Most Catholic school students are Catholic, but the percentage of non-Catholics is increasing. The percentage of Catholics and non-Catholics is generally the same on the secondary level as it is on the elementary.

As for enrollment by grade levels, the latest data is for 1982-83. This NCEA published data indicated that Catholic school enrollments are evenly distributed and reflect a stable pattern throughout grades 1-12. The fall-off in grades 6-8 is no longer present. Also, the relatively small grade 1-2 percentages of the early 1970's, when some schools were closing the earlier grades, has come back to their appropriate proportions. Catholic schools have never really left the 1-8 elementary and 9-12 secondary structure.

Table No. 6
Enrollment by Region—Thousands of Pupils
1980-81 thru 1984-85

Elementary	1980-81	1981-82	1982-83	1983-84	1984-85
New England	144	148	146	143	138
Mideast	739	736	709	689	664
Great Lakes	599	590	581	572	557
Plains	199	199	198	196	192
Southeast	250	252	253	248	244
West/Far West	338	341	338	332	325
United States	2,269	2,266	2,225	2,180	2,120
Secondary					
New England	68	69	67	66	66
Mideast	276	272	263	257	255
Great Lakes	205	198	195	192	190
Plains	71	70	66	64	63
Southeast	92	92	87	87	87
West/Far West	125	127	123	122	121
United States	837	828	801	788	782
All Schools					
New England	212	217	213	209	204
Mideast	1,015	1,008	972	946	919
Great Lakes	804	788	776	764	747
Plains	270	269	264	260	255
Southeast	342	344	340	335	331
West/Far West	463	468	461	454	446
United States	3,106	3,094	3,026	2,968	2,902

Table No. 7
Enrollment by Region—by Percentages
1980-81 thru 1984-85

Elementary	1980-81	1981-82	1982-83	1983-84	1984-85
New England	6.3 %	6.5 %	6.6 %	6.6 %	6.5 %
Mideast	32.6	32.5	31.8	31.6	31.3
Great Lakes	26.4	26.0	26.1	26.2	26.3
Plains	8.8	8.8	8.9	9.0	9.1
Southeast	11.0	11.1	11.4	11.4	11.5
West/Far West	14.9	15.1	15.2	15.2	15.3
United States	100.0	100.0	100.0	100.0	100.0
Secondary					
New England	8.1 %	8.4 %	8.4 %	8.4 %	8.4 %
Mideast	32.9	32.9	32.8	32.6	32.5
Great Lakes	24.6	23.9	24.3	24.4	24.3
Plains	8.5	8.4	8.2	8.1	8.1
Southeast	11.0	11.1	10.9	11.0	11.2
West/Far West	14.9	15.3	15.4	15.5	15.5
United States	100.0	100.0	100.0	100.0	100.0
All Schools					
New England	6.8 %	7.0 %	7.1 %	7.1 %	7.0 %
Mideast	32.7	32.6	32.1	31.9	31.7
Great Lakes	25.9	25.5	25.6	25.7	25.7
Plains	8.7	8.7	8.7	8.7	8.8
Southeast	11.0	11.1	11.2	11.3	11.4
West/Far West	14.9	15.1	15.3	15.3	15.1
United States	100.0	100.0	100.0	100.0	100.0

Enrollment in Key States

As Table 8 shows, ten states account for almost 70% of Catholic school enrollment. The first five states (New York, Pennsylvania, Illinois, California, Ohio) comprise almost half (47.5) of the enrollment. In many ways, this is mearely a reflection of national population statistics. These five states plus Texas, constitute the six most populous states, although in different order. Michigan ranks eighth in state population. There are exceptions, notably Louisiana as the nineteenth most populated state and Wisconsin as the sixteenth, but both with high atholic school enrollments. Louisiana, Wisconsin, New Jersey, and Massachusetts seem to indicate the irfluence of early Catholic cultures.

These ten states generally dictate the national trends. In 1984-85, the (50,200) decline in these states was 76.3% of the national (65,800). New York, Pennsylvania, Illinois, and Ohio accounted for 51% of the national decline. Louisiana lost only 1,100 pupils in 1984-85.

Catholic school enrollments have declined 203,700 students since 1980-81, and these ten states have accounted for 154,600. Since 68% of the enrollment has suffered 76% of the decline, the larger states are experiencing greater percentage declines than the smaller states during the past five years.

Enrollment in Key Dioceses

Catholic school enrollment is also concentrated in certain dioceses. It should be remembered that dioceses are larger than the metropolitan area they are named after, although most of the enrollment in these twenty actually does come from the major city of that diocese.

The twenty largest dioceses serve a little over half the pupils. In 1984-85, the decline in these dioceses reflected 62.2% of the national (65,800) decline. These dioceses include large urban areas and have been entwined for the past two decades with the economic, social and cultural developments in each particular area. More will be said about Catholic education and minority groups in the next few pages. Here, it is only important to point out that the major part of Catholic school enrollment is located in twenty areas pivotal to the American culture.

The largest area dioceses (Chicago, Philadelphia, New York, Brooklyn, Los Angeles) comprise almost one-quarter of the national Catholic enrollment. During 1984-85, enrollment losses in Chicago, Philadelphia, Brooklyn, New York and Boston accounted for 51% of the (40,900) national decline in these twenty major dioceses. Washington, D.C., New Orleans, Cleveland, Detroit, Miami, and Los Angeles declined less than the national (2.2%) average. The state of New York has four of the largest dioceses, thus producing a large state decline.

These twenty large dioceses also reflect the changing enrollment dynamics probably caused by the decline in the number of school-age children. In 1981-82, six dioceses increased their enrollment over 1980-81. However, in 1983-84, every major state and diocese reported enrollment declines. In 1984-85, with the exception of the District of Columbia, every major state and diocese again reported enrollment losses.

Table No. 8
Student Enrollment—Ten Largest States
1983-84 and 1984-85

	State	1983-84	1984-85	Decrease Pupils	Decrease %
1.	New York	382,900	368,300	14,600	3.8
2.	Pennsylvania	296,700	287,500	9,200	3.1
3.	Illinois	264,400	258,900	5,500	2.1
4.	California	257,600	254,200	3,400	1.3
5.	Ohio	212,400	208,100	4,300	2.0
6.	New Jersey	175,900	172,300	3,600	2.0
7.	Michigan	126,300	123,900	2,400	1.9
8.	Louisiana	108,500	107,400	1,100	1.0
9.	Massachusetts	106,600	103,600	3,000	2.8
10.	Wisconsin	99,300	96,200	3,100	3.1
	Largest States	2,030,600	1,980,400	50,200	2.5
	United States	2,968,100	2,902,300	65,800	
	Percent.....	68.4%	68.2%	76.3%	

Table No. 9
Student Enrollment—Twenty Largest Dioceses
1983-84 and 1984-85

	Diocese	1983-84	1984-85	Decrease Pupils	Decrease %
1.	Chicago	178,700	174,000	4,700	2.6
2.	Philadelphia	159,800	155,100	4,700	2.9
3.	New York	125,800	121,700	4,100	3.3
4.	Los Angeles	109,800	108,200	1,600	1.5
5.	Brooklyn	107,400	102,700	4,700	4.4
6.	Detroit	79,900	78,900	1,000	1.2
7.	Cleveland	78,800	77,900	900	1.1
8.	Newark	74,100	71,800	2,300	3.1
9.	Boston	71,500	68,700	2,800	3.9
10.	St. Louis	65,800	64,400	1,400	2.1
11.	New Orleans	60,400	59,800	600	1.0
12.	Cincinnati	56,500	55,100	1,400	2.5
13.	Milwaukee	50,100	48,500	1,600	3.2
14.	Rockville Centre	47,600	45,400	2,200	4.6
15.	Pittsburgh	45,400	43,400	2,000	4.4
16.	Baltimore	40,600	39,400	1,200	3.0
17.	St. Paul-Minneapolis	38,800	38,000	800	2.1
18.	Buffalo	37,900	35,500	2,400	6.3
19.	Miami	36,100	35,600	500	1.4
20.	Washington, D.C.	35,600	35,600	-	-
	Largest Dioceses	1,500,600	1,459,700	40,900	2.7
	All Diocese	2,968,100	2,902,300	65,800	
	Precent....	50.5%	50.3%	62.2%	

Ethnic Minorities

The role and contribution of Catholic schools in ethnic minority education has been and remains extremely important on the elementary and secondary school level. Most Catholic schools were built in the major cities, and the large dioceses have made an outstanding effort to keep urban schools open. The rural schools, not the urban, have closed at the faster rate.

Efforts by Catholic schools to help minority education have been complicated by the explosion of many factors within the Catholic school system, i.e., the large declines in the number of religious community members, inflation, the increase in lay teacher salaries, the movement of so many people to the surburbs in the 1960's. Through it all, however, the statistics indicate that Catholic schools remain integrally involved with minority education and with urban problems in this country.

Minority Enrollment Trends

As Tables 10 and 11 show, the percentage of ethnic minority students in Catholic elementary and secondary schools combined has increased from 10.8% in 1970-71 to 20.2% in 1983-84. The following describes this increase:

	Minority Enrollments		
	1970-71	1980-81	1983-84
Hispanic....	216,500	256,000	263,300
Black.....	209,500	252,900	256,300
Asian.....	23,500	52,100	70,000
Indian.....	20,400	9,700	9,700
	469,900	570,700	599,300

Hispanic and Black students are about equal in number, and together constitute 87% of the minority students in Catholic schools. The number of Asian American students has increased dramatically. The number of American Indian students has declined sharply.

It is noteworthy that, despite the fact that total Catholic school enrollment had declined 1,400,000 pupils (about 32%) since 1970-71, the number of ethnic minority students has increased by about 129,000 (over 27%).

Comparison of Elementary and Secondary

Of the 599,300 students from major ethnic minorities in 1983-84, about 467,100 were in elementary schools and 132,200 in high schools. The following compares 1970-71 and 1983-84:

	Elementary		Secondary	
	1970-71	1983-84	1970-71	1983-84
Hispanic....	177,900	205,300	38,600	58,000
Black.....	172,000	200,400	37,500	55,900
Asian.....	18,300	54,300	5,200	15,700
Indian.....	18,000	7,100	2,400	2,600
Total....	386,200	467,100	83,700	132,200

Catholic elementary schools have 73% of the Catholic school enrollment and 78% of the minority students, so the elementary schools serve a slightly higher share of the ethnic minority students than the secondary schools.

Table No. 10
Catholic School Enrollment—by Ethnic Background
1970-71, 1980-81, 1982-83, 1983-84

Elementary	1970-71	1980-81	1982-83	1983-84
Black Americans	172,000	200,300	208,800	200,400
Hispanic Americans	177,900	199,300	216,800	205,300
Asian Americans	18,300	42,000	51,300	54,300
American Indians	18,000	7,300	7,600	7,100
All Others	2,969,300	1,820,400	1,740,400	1,712,700
Total	3,355,500	2,269,300	2,224,900	2,179,800
Secondary				
Black Americans	37,500	52,600	57,400	55,900
Hispanic Americans	38,600	56,700	57,900	58,000
Asian Americans	5,200	10,100	12,300	15,700
American Indians	2,400	2,400	3,100	2,600
All Others	924,400	714,200	670,600	656,200
Total	1,008,100	837,000	801,300	788,400
All Schools				
Black Americans	209,500	252,900	266,200	256,300
Hispanic Americans	216,500	256,000	274,700	263,300
Asian Americans	23,500	52,100	63,600	70,000
American Indians	20,400	9,700	10,700	9,700
All Others	3,893,700	2,535,600	2,411,000	2,368,900
Total	4,363,600	3,106,300	3,026,200	2,968,200

Table No. 11
Catholic School Ethnic Enrollment—by Percentages
1970-71, 1980-81, 1982-83, 1983-84

Elementary	1970-71	1980-81	1982-83	1983-84
Black Americans	5.1 %	8.8 %	9.4 %	9.2 %
Hispanic Americans	5.3	8.8	9.7	9.4
Asian Americans	0.5	1.9	2.3	2.5
American Indians	0.5	0.3	0.4	0.3
All Others	88.6	80.2	78.2	78.6
Total	100.0 %	100.0 %	100.0 %	100.0 %
Secondary				
Black Americans	3.7 %	6.3 %	7.2 %	7.1 %
Hispanic Americans	3.8	6.8	7.2	7.4
Asian Americans	0.5	1.2	1.5	2.0
Americans Indians	0.2	0.3	0.4	0.3
All Others	91.8	85.4	83.7	83.2
Total	100.0 %	100.0 %	100.0 %	100.0 %
All Schools				
Black Americans	4.8 %	8.1%	8.8%	8.6%
Hispanic Americans	5.0	8.3	9.1	8.9
Asian Americans	0.5	1.7	2.1	2.4
American Indians	0.5	0.3	0.4	0.3
All Others	89.2	81.6	79.6	79.8
Total	100.0 %	100.0 %	100.0 %	100.0 %

Catholicity of Minority Students

Table 12 describes the Catholicity of students in Catholic elementary and secondary schools. These estimates of minority group Catholicity in 1983-84 are based upon 80% reporting.

It is important to keep in mind that the Catholic religion has been culturally entwined with some ethnic groups more than others. For example, the Black culture has not historically embraced Catholicism, the Indian and the Oriental have somewhat, while the Hispanic culture has a Catholic tradition of many centuries. Also, Catholic schools naturally tend to service those who support them, since no taxation revenues, not even a share of their own constituents, are available to them.

The following describes the 1983-84 enrollment in terms of its Catholicity:

	Catholic	Non-Catholic
Hispanic pupils.....	97.2 %	2.8 %
All Other pupils.....	93.5 %	6.5 %
Indian pupils.....	77.9 %	22.1 %
Asian American pupils..	76.0 %	24.0 %
Black pupils.....	36.5 %	63.5 %
Total Enrollment.....	88.4 %	11.5 %

Almost all Hispanic students are Catholic, but about two-thirds of the Black students are not. Over three-fourths of the Indian and Asian pupils are Catholic. Of the students who are not part of any major ethnic minority, about 93.5% are Catholic.

Minority Students in Selected Areas

In regard to the role of Catholic schools in major cities, Table 13 shows minority enrollments in the ten largest dioceses (which comprise about one-third of the total enrollment). It is clear that Black and Hispanic students consitute a significant share of the total enrollment in many cities, e.g., Chicago, New York, Brooklyn, Detroit, Newark, Los Angeles. As stated previously, Catholic schools are involved with urban problems, sometimes to a major extent.

Some other geographic realities are worthy of note. In the Southeast, Catholic schools have a high percentage of Black students. As shown in Table 13, Black students constitute almost one-third of the enrollment in Washington and Alabama, and about one-fifth of the enrollment in New Orleans and the dioceses of Georgia.

In regard to Hispanic students, the dioceses of Los Angeles, Miami, San Antonio, and of Arizona, all have high percentages of Hispanic pupils.

As for American Indian students, although the number of pupils declined from 20,400 in 1970-71 to 9,700 in 1983-84, Rapid City, South Dakota, and the dioceses of New Mexico still reflect a high percentage of Indian pupils.

Asian American students comprise a large segment in San Francisco, Oakland, and Honolulu. The Bay Area of San Francisco and Oakland reflects an interesting statistical mixture of ethnic minority students, since most groups are represented in significant numbers.

Table No. 12
Catholic School Minority Enrollment—by Catholicity
1983-84

	Catholic		Non-Catholic		
	Pupils	%	Pupils	%	Total
Hispanic.....	255,900	97.2	7,400	2.8	263,300
Black.....	93,500	36.5	162,800	63.5	256,300
Asian.....	53,200	76.0	16,800	24.0	70,000
Indian.....	7,500	77.9	2,200	22.1	9,700
All Others....	2,214,900	93.5	154,000	6.5	2,368,900
Total....	2,625,000	88.4	343,200	11.6	2,968,200

Table No. 13
Catholic School Minority Enrollment—by Selected Areas
1983-84

	Urban Dioceses	Pupils	Black	Hispanic	Asian	Indian	Other
1.	Chicago.....	178,700	16.6 %	11.0 %	3.0 %	0.1 %	69.3 %
2.	Philadelphia..	159,800	10.2	2.4	1.2	0.2	86.0
3.	New York.....	125,800	15.2	23.0	4.2	0.1	57.5
4.	Los Angeles...	109,800	9.6	41.4	6.7	0.4	41.9
5.	Brooklyn.....	107,400	17.6	18.0	4.4	0.2	59.8
6.	Detroit.....	79,900	16.1	2.5	0.7	0.5	80.2
7.	Cleveland.....	78,800	8.1	2.1	1.2	0.2	88.4
8.	Newark.....	74,100	12.7	15.6	3.0	0.1	68.6
9.	Boston.....	71,500	3.6	2.6	0.7	0.3	92.8
10.	St. Louis.....	65,800	8.5	0.8	0.8	0.2	89.7
	Students....	1,051,600	131,300	134,900	29,500	2,200	753,700
	%.....	100.0 %	12.5 %	12.8 %	2.8 %	0.2 %	71.7 %
	Southeast						
	Alabama.....	15,000	33.2 %	0.5 %	-	-	66.3 %
	Georgia.....	12,200	19.2	2.4	1.4	0.2	76.8
	New Orleans.....	60,400	23.1	2.4	0.4	0.1	74.0
	Washington, D.C.	35,600	31.9	4.0	1.9	0.3	61.9
	Hispanic						
	Miami.....	36,100	4.0	39.1	1.2	-	55.7
	San Antonio.....	19,300	3.2	57.9	0.6	0.1	38.2
	Arizona.....	17,500	1.7	30.0	1.1	3.3	63.9
	Indian						
	New Mexico	9,700	1.0	49.8	0.3	13.5	35.4
	Rapid City, SD..	1,100	0.5	1.7	0.2	48.5	49.1
	Asian						
	San Francisco...	32,300	7.3	16.2	20.8	0.2	55.5
	Oakland.....	21,800	19.8	13.6	10.4	0.5	55.7
	Honolulu.....	14,200	0.5	3.0	46.0	0.3	50.2

Total Staff and Pupil/Teacher Ratios

In 1984-85, the total full-time teaching staff in Catholic elementary and secondary schools was 148,888 (Table 14). There are about 99,800 elementary and 50,000 secondary teachers. Despite the continued loss of enrollment in recent years, the professional staff has increased.

The following provides an overview of national Catholic school pupil/teacher ratios since the higher enrollment levels of the 1960's.

	Pupil/Teacher	
	Elementary	Secondary
1968-69.....	31.3	19.2
1973-74.....	26.4	17.7
1978-79.....	24.0	17.2
1983-84.....	22.1	16.3
1984-85.....	21.2	15.6

The pupil/teacher ratio in elementary schools has decreased from 31 students per full-time teacher in 1968-69 to about 21 in 1984-85. The secondary school ratio was a respectable 19.2 in 1968-69, and has lowered to 15.6 in 1984-85. These lower ratios reflect in great part the efforts of Catholic schools to improve staff and class sizes.

Change From Religious to Lay Staff

We have described the change in the number of schools and in the enrollment, but the most radical changes may well be with professional staff and administration. As Table 16 shows, lay teachers continue to replace sisters, brothers, and priests. This shift from religious to lay staff actually began in the 1950's and was a pre-Vatican II phenomenon. Looking at the last fifteen years or so, the percentage of lay staff increased from 45.3% in 1968-69 to 79.9% in 1984-85 on the elementary level and from 41.3% to 76.2% on the secondary level.

Catholic schools seem to function well with today's predominantly lay staff. The loss of so many religious community members and clergymen has created new needs and problems, but it has not, as some had predicted, resulted in the demise of the Catholic school system. In general, parents and students have accepted today's lay staff, and the shift does not seem to present fundamental academic or administrative problems.

Evaluation of Staff

Comparatively little national information is available about Catholic school faculties and the popularly accepted measures applied to guage the quality of a professional staff, i.e., the degrees earned, the state's certification of the teacher, and the years of teaching experience. From 1969 to 1972, NCEA gathered sufficient data to describe the Catholic school faculty and its trends at that time. On the basis of that data, the faculty appeared to be professionally degreed, certified where it was appropriate, and well experienced. Specific information can be found in earlier NCEA publications.

While the above measures are commonly used to evaluate the professional staff of a school, Catholic schools believe that more values are involved than these here mentioned. An exprienced, certified teacher with a doctrate and a small class is not necessarily the best individual to guide the educational development of a student, although these qualifications are certainly steps in the right direction. Personal, social, and religious values may often be as, if not more, important.

Table No. 14
Full-Time Teaching Staff
1980-81 thru 1984-85

Elementary	1980-81	1981-82	1982-83	1983-84	1984-85
Sisters.....	24,454	23,289	21,597	20,399	19,511
Male Religious..	444	577	515	508	520
Lay Teachers....	71,841	72,981	75,225	77,684	79,779
Total....	96,739	96,847	97,337	98,591	99,820
Secondary					
Sisters.....	9,170	8,738	8,016	7,728	7,328
Male Religious..	5,306	5,139	4,992	4,683	4,608
Lay Teachers....	34,562	35,448	36,115	35,911	38,132
Total....	49,038	49,325	49,123	48,322	50,068
All Schools					
Sisters.....	33,624	32,027	29,613	28,127	26,839
Male Religious..	5,750	5,716	5,507	5,191	5,138
Lay Teachers....	106,403	108,429	111,340	113,595	117,911
Total....	145,777	146,172	146,460	146,913	149,888

Table No. 15
Full-Time Teaching Staff—by Percentages
1980-81 thru 1984-85

Elementary	1980-81	1981-82	1982-83	1983-84	1984-85
Sisters.....	25.3 %	24.0 %	22.2 %	20.7 %	19.6 %
Male Religious..	.5	.6	.5	.5	.5
Lay Teachers....	74.2	75.4	77.3	78.8	79.9
Total....	100.0	100.0	100.0	100.0	100.0
Secondary					
Sisters.....	18.7 %	17.7 %	16.3 %	16.0 %	14.6 %
Male Religious..	10.8	10.4	10.2	9.7	9.2
Lay Teachers....	70.5	71.9	73.5	74.3	76.2
Total....	100.0	100.0	100.0	100.0	100.0
All Schools					
Sisters.....	23.1 %	21.9 %	20.2 %	19.2 %	17.9 %
Male Religious..	3.9	3.9	3.8	3.5	3.4
Lay Teachers....	73.0	74.2	76.0	77.3	78.7
Total....	100.0	100.0	100.0	100.0	100.0

Table No. 16
Percentages of Lay/Religious Teachers
1968-69 to 1984-85

	Elementary			Secondary		
	Staff	Religious	Lay	Staff	Religious	Lay
1968-69..	115,600	54.6 %	45.3 %	51,900	58.7 %	41.3 %
1970-71..	112,700	47.2	52.8	53,600	51.3	48.7
1972-73..	105,400	42.2	57.8	50,600	46.1	53.9
1974-75..	100,000	38.0	62.0	50,200	41.3	58.7
1976-77..	100,000	33.9	66.1	50,600	36.7	63.3
1978-79..	98,500	29.4	70.6	49,400	33.4	66.6
1980-81..	96,700	25.8	74.2	49,000	29.5	70.5
1982-83..	97,400	22.7	77.3	49,100	26.5	73.5
1984-85..	99,800	20.1	79.9	50,100	23.8	76.2

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